



PROGRAM:

Classic: What's Worth Fighting For

SEGMENT 1:

Classic: Understanding the Change Process

Transcript

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NARRATOR

Part One of this program will address these topics: Understanding the change process, The nature and impact of collaborative cultures, and, Strategies for teachers to develop collaborative cultures.

NARRATOR

The second part of this program will address: Strategies for principals as leaders of change, and moving forward to recreate the schools we need.

NARRATOR

Michael Fullan and Andy Hargreaves are international experts in educational change. Both have worked in various parts of the world to help schools fundamentally change their beliefs and practices resulting in astounding gains in student performance.

NARRATOR

Fullan and Hargreaves co-authored the "What's Worth Fighting For" series of books which have been translated into numerous languages, and provide a powerful guide for school change.

NARRATOR

In determining where a school must start in the change process, the most important thing comes in understanding the change process.

Michael Fullan
Dean, Ontario Institute for Studies in Education, University of Toronto
Toronto, Ontario

MICHAEL FULLAN

The more we worked in partnerships with schools and school districts, the more we found that they weren't of course, working

on one innovation at a time or one policy at a time. They were working on multiple innovations, multiple policies simultaneously. And further more these weren't coordinated or coherent. They were fragmented and ad hoc. So the new level that we're dealing with now is really to say, how does the school or a school district that wants to be effective, deal with this multiplicity, this complexity of, of change that are surrounding them.

NARRATOR

Achieving this requires building capacity, building the capacity to collaborate, to have vision, to screen out, to integrate and to make connections.

MICHAEL FULLAN

So there's a whole set of things in which we call going deeper. Making sure you're still focusing on how to make improvements for students. And go wider which is to get as many resources and partnerships with other teachers, ah, ah, other resources outside the school. Other groups.

NARRATOR

Understanding the implementation dip helps to understand the change process. There is always a dip in effectiveness when a new innovation begins, to be followed by greater effectiveness.

NARRATOR

The key is for educators to persistently work through the implementation dip knowing that greater success will follow.

MICHAEL FULLAN

What happens when people have pre-implementation preparation, their motivation goes up before trying something. And then when they try it and it doesn't work out, the fall is deeper. So we began to get

into the psychology of change and that, that anxiety and concerns in the early stages of change. And so, in that implementation dip tends to be two forces. One is the social psychological anxiety. And the other is the technical know-how. How do you get this innovation, this policy, to work? And both of those really are important. And people found it helpful to know that the implementation dip is normal. That is, every time you go and try something or you're learning something new, everyone encounters this.

NARRATOR

A highly effective new innovation in a school can be like shooting down river rapids in a boat. But the exhilaration can soon become exhausting.

Andy Hargreaves
Director/Professor International Center for Educational Change
University of Toronto
Toronto, Ontario

ANDY HARGREAVES

And one danger in change is when we, as leaders, get exhilarated about risk taking and moving onto the next challenge, if we're not careful, we exhaust our colleagues. And we exhaust our staff by keep rafting and rafting and rafting and never taking time to settle, to calm down, and to look at what the next bunch of rapids is actually going to be like.

NARRATOR

The key to creating the much-needed calm and "building capacity" for change is to strengthen the relationships within and without the school, to create ownership for change for everyone involved.

ANDY HARGREAVES

In order to improve the quality of classroom learning, you have to improve the quality of relationship amongst professionals, then we shall say: In order to improve the quality of what goes on within your school, it's really important to pay attention to the quality of relationships and to building positive relationships with groups and forces outside the school, even those about which you may have been most anxious and still have that anxiety and fear.

NARRATOR

Maxine Zimmermam is the Program Coordinator for the Manitoba School Improvement Program. The program acts as a catalyst and agent of change in the Winnipeg, Manitoba schools.

Maxine Zimmerman
Program Coordinator, Manitoba School Improvement Program Inc.
Winnipeg, Manitoba

MAXINE ZIMMERMAN

We provide people who provide the technical and the consultant of expertise. And, we help schools build capacity to be the designers and the doers of their own evaluation. And, these schools then each work ahead on their planning and their implementation involving collaboratively, um going wider, following a framework of school improvement that we've developed along with Michael, and based on the same principles.

NARRATOR

When working with a school, they begin by asking them pertinent questions related to change.

MAXINE ZIMMERMAN

What are your goals? What do you want to achieve? What will be evidence to you that

what you're doing is successful? How will you know? What will it look like? What are the outcomes you wanna see? In terms of the kids and the way the school looks and what happens and how are you gonna begin to show the interconnection between those?

MAXINE ZIMMERMAN

We help people kind of reach the point where they can talk about the struggles they're having. Not just the successes they're having. That they can kind of go beyond, um, schools are used to talking about everything they do that's wonderful. What we're really trying to help our schools do and, and build the confidence and skills in the people who work with and in those schools, is to begin to understand that you really have to involve the parents, the community, and the kids in designing the ways to solve the problems in schools.